

Reflect Question

What good practices are already being utilized in your program to support **learning at home?**

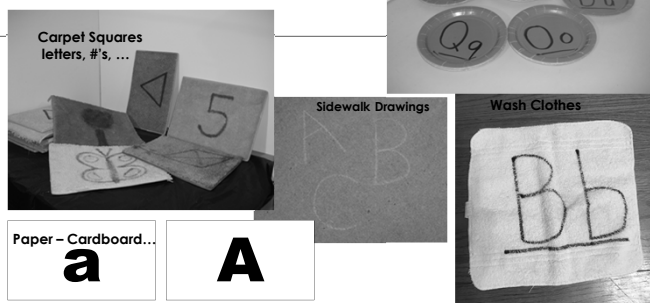


Session Objectives

Session participants will:

- Be **reminded** that parents/families play a significant role in educating students
- **Take-away at least 3** ideas about activities/ideas/thoughts about engaging parents
- Be **intentional** in making parents partners

Name Spelling



What ideas can you take back

- 1.
- 2.
- 3.

Learning Continues at Home - Building Partnerships with Families

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 Milwaukee, WI

Promoting Early Learning 2020



Know what the expectations are for serving WI early learning and their families

- 87 hours--Who? Why? How?
- The **Wisconsin Model Early Learning Standards** specify developmental expectations for children from birth through entrance to first grade. The **standards** reflect the domains of a child's **learning** and development.
- use **assessment tools or Curriculum** as your guide to asking for parent support
- **YoungStar-5.4.3** Educational and developmental resources are offered for families to use at home



Parent or Partner--what is the difference?

What is the Difference?

You "R"

How "R" (are) you building Relationships that are partnerships?

Partnership is working towards same goal...

Use the Letters in PARENT to Spell PARTNER

PARENT

PARTNER

Research Project: What strategies are effective in engaging families in supporting learning at home?

- 83 randomly assigned families
- 10 weeks: September-November, 2009; 1 activity shared each week
- 8 classrooms (Head Start and Public Pre-K programs)
- Pre/posttests from families and staff
- 93% of the families completed posttest, 100% staff
- 3 Intervention levels
 - Suggestions
 - Suggestions with prompts
 - Shared resources

Use the Letters in PARENT to Spell PARTNER

PARENT

|||/|
PARTNER

How would you like to be involved in your child's education? - Research Project Survey

Families reported being involved

Research

What practices are effective in engaging parents in supporting learning at home?

Research project coordinated by:
Bev Schumacher; Data Analysis completed by:
Vonda Jump Norman, PhD, Utah State University



Key idea

Parents reported that they are **doing good things** with their children

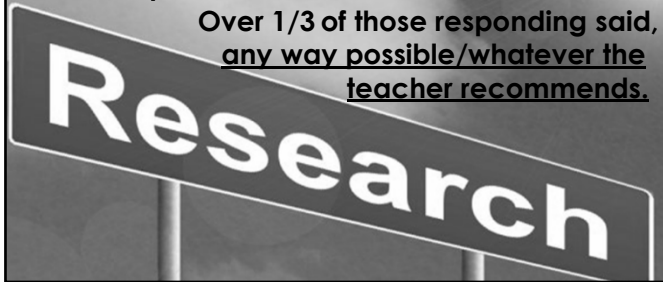
1.) face-to-face exchange; teacher suggested that they play a game

3.) loan out a learning kit



When asked: "How else would you like to be involved in your child's education?"

Over 1/3 of those responding said, any way possible/whatever the teacher recommends.

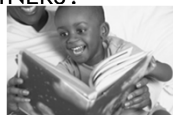


Level 1 Suggestion Level 2 Suggestion with Prompt Level 3 Shared Resources

| Were activities done? As reported by families | How involved were families As reported by teacher evaluation | Were activities effective As reported by teacher evaluation |
|--|---|--|
| 1. 64% | 1. Neutral to somewhat | 1. 30% |
| 2. 73% | 2. Somewhat to very interested | 2. 51% |
| 3. 82% | 3. Very interested | 3. 70% |

What significance is there to this???

- Parents are doing meaningful activities
- But are willing to do what the teacher recommends
- How are "U" making PARENTS PARTNERS?



Caution



A delicate balance

Suggesting /
Sharing an idea



Nagging /
Implying

Summary of Findings:

When resources were provided to families they:

- Were more likely to do the activity
- Spent more time engaged in the activity
- Did the activities more often
- Involved more family members

Learning Heroes Study: <https://bealearninghero.org/> What kind of information do parents want?

Information below summarized and rephrased focusing on early learning from:

SURVEY REPORT Parents: Unleashing Their Power & Potential --- AUGUST 2017

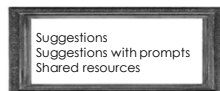
- Explanation of what children are expected to learn this year
- Activities to improve skills by areas in which child needs help
- One page outlining what child will learn this month
- Tips to get help if your child is struggling
- Guidelines of what child needs to know to be ready for the next level
- Guidance and support to do home activities (home work)
- Guidance to understanding testing/evaluations and what it means to THEIR child
- Drive time activities
- Guide for talking with child's teacher during conferences
- Opportunities for grandparents or other family members to be part of school activities



Key idea

Educators are leaders in the role of INVITING families to support learning
They should:

1. Give suggestions
2. Provide suggestions with prompts
3. Share resources



How programs can engage families?

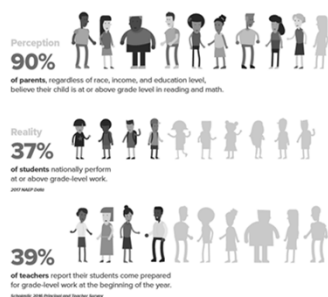
- Build relationships with families
- Establish lines of communication
- Encourage activities using resources families have in their homes
- Provide take-home props
- Do make-and-take events
- Host special events



<https://bealearninghero.org>

2 studies one released in 2016 more research and a 2019 report released

PARENT PERCEPTION VS. REALITY



How programs build relationships?

- Respect parents/ look for the positives / use their assets
- Be the leader in reaching out to families
- Be available to connect
- Make it a priority to reach out to parents that are not as connected (positive phone calls, notes, staff-home visits...)
- Frame everything around "their" child- guide their goal setting



-  **Read together...**
Lean juntos...
- Take time to read to your child.**
Dedique tiempo para leerle a su niño
- sticker
-  **Practice counting with me.**
- Wristband or bag tag



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- A collage of 10 grayscale images showing various objects: a box, a bottle, a cup, a plate, a bowl, a pillow, a can, a can, a shoe, and a shoe.

- Having resources ready for use gives families the power to put into action an activity and have a use-enjoy-learn opportunity they otherwise might not have put together
- When resources are shared to students their excitement increases the chance of it being used
- A combination of materials addresses different learning styles (visual, auditory, manipulative)
- Sharing resources clearly communicates that programs want families to support LEARNING AT HOME – **YES they do come back!**
-staff members need to play a role in maintaining them
- Not all families are resource rich



Learning Props kits:



Games:

English or
Bilingual (Spanish-English)

Books:

English or Bilingual
(Arabic, Chinese, Spanish, or
Hmong labels)

Also:

Door Hangers

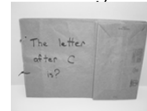
Workshops/Training



Do make-and-takes



- Use resources family has access to
- Making gives ownership and allows personalizing for learner
- Odds of being used are ☺
- Budget friendly



SHAPE LAND A LEARNING GAME

- Enjoy this game with a parent, teacher or skilled reader.
- Have fun as you learn.

Contains:

- game mat (printed inside this storage bag)
- 4 game movers
- 1 book
- 1 die

MORE FUN THINGS TO DO!

- Go to another room and play this game again.
- Play a game of hide and seek. Hide an item in the room and give the other players clues such as:

"It is near the..."
"It is under the..."
"It is behind the..." etc.



LEARNING HINTS:

- This game challenges the child's ability to recognize qualities of "same" and "different". This is an important prewriting skill to master. To understand this skill, consider the "same" and "different" characteristics of b, d, p, and q.

DIRECTIONS:

1. To determine who starts the game, players compare their hand sizes. Player with the smallest hand starts. Player to their left will go second; player to their left will go third; etc.



START HERE

How many
dots in this
room?

Blink
your eyes
11 times.

Clap your
hands 9
times.



Cover
your ears with
your hands
11 times.

Tápete
las orejas con
las manos
11 veces.

Touch your
elbow to the floor
5 times.

Toca el
codo con el
codo 5 veces.

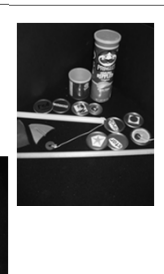
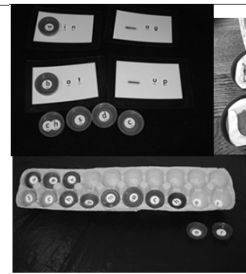
Make 2
fists and pound
them together
10 times.

Empuña las
manos y golpea
una contra la
otra 10 veces.

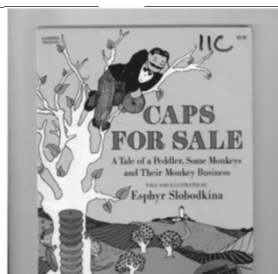
Stand on
your tiptoes
and count
to 7.

Parate
de puntillas y
cuenta hasta 7.

Invite Learning – Do Make & Takes



Extend Book Experiences



Host special events:

- Celebrations
- Transitions
- Showcasing

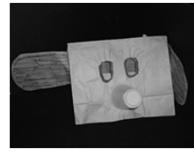


Family Focused Events

- Does the event advance family school connections
- Is there some educational advantage to the event
- Are staff in direct service to students available to focus on relationships
- Is there a plan to reach the families that have not attended (plan to share the what was learned intent)
- 3 x 3 invitation approach
- Do families leave with a learning nudge
- Are families part of the planning team
- Have you tried station learning events
- Do you invite service agencies or organizations, community stakeholders...



paper bags



What ideas "R" you taking back?

- 1.
- 2.
- 3.

Share an idea / activity ... that inspired you in this session that would work in your program.

paper plates



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paper towel rolls

cereal boxes



egg cartons



milk cartons, lids

